Development of Positive Motivation and Value Attitude of Primary School Students Towards Mastering Information and Digital Skills

A. Shyshak (Andriana Shyshak)[1], I. Shcherbiak (Iurii Shcherbiak)[2], O. Homotiuk (Oksana Homotiuk) [3], R. Podpera (Rastislav Podpera)[4], Z. Jenisová (Zita Jenisová)[5], E. Kenderesova (Elena Kenderesova)[6]

Original Article

[1] Department of Educology and Pedagogy, West Ukrainian National University, Ternopil, Ukraine
[2] Catholic University in Ružomberok, Ružomberok, Slovakia & Department of Information and Socio-Cultural Activities, West Ukrainian National University, Ternopil, Ukraine
[3] Department of Information and Socio-Cultural Activities, West Ukrainian National University, Ternopil, Ukraine
[4] Faculty of Theology, Catholic University in Ružomberok, Ružomberok, Slovakia
[5] Department of Chemistry, Faculty of Natural Sciences and Informatics, Constantine the Philosopher University in Nitra, Nitra, Slovakia
[6] Elizabeth University of Health & Social Sciences, Bratislava, Slovakia, Institute of St. Method Dominik Trčka, Michalovce, Slovakia

E-mail address:

a.shyshak@wunu.edu.ua

Reprint address:

Andriana Shyshak
West Ukrainian National University
Lvivska Str. 11
46009 Ternopil
Ukraine

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Abstract:

The aim of the study is to define the essence of developing positive motivation and value-based attitudes among primary school students (6–10 years) toward acquiring information

and digital skills (the ability to search for information online and critically assess it; the ability to choose digital tools necessary for completing a learning task, the ability to select and use digital tools for online communication, and the ability to create and edit a digital product; netiquette skills and safe behavior online; skills in identifying device malfunctions and solving simple technical issues independently), as well as to explore and analyze the experiences of primary school teachers on this issue.

The study employed the following methods: the method of studying scientific and pedagogical literature, analysis, synthesis, generalization, surveys, the expert assessment method, and the quantitative analysis method.

Positive motivation among primary school students for acquiring information and digital skills is rooted in fostering both internal and external (positive) motives. These motives encourage students to develop key competencies such as searching for and evaluating information, selecting and using digital tools, interacting online, and independently identifying and solving basic technical problems.

Primary school students' value-based attitudes toward acquiring information and digital skills involve recognizing the importance of mastering digital information processing and online communication, as well as embracing the core values of a digital society. According to teachers' experiences, most consider it essential to cultivate positive motivation and value orientations in students regarding information and digital skills. They actively support this development through various methods, including storytelling, discussions, leading by example, case studies, challenges, and collaborative digital activities.

In their teaching, they primarily aim to foster internal motivation – or a combination of internal and positive external motivation – alongside key values such as knowledge, critical thinking, self-identity, ethics, responsibility, kindness, mutual respect, time management, well-being, and independence.

Our research demonstrates that the development of positive motivation and value-based attitudes among younger schoolchildren toward mastering information and digital skills is a relevant issue, as reflected in modern scientific and pedagogical studies. Additionally, primary school teachers actively cultivate these qualities in students during lessons and extracurricular activities by implementing both traditional and innovative teaching methods within the context of primary education digitization.

Introduction

All spheres of public life globally, including in Ukraine, are currently undergoing a phase of digitalization. At first, this was due to the emergence of personal computers, mobile phones and the Internet, now – to the application of artificial intelligence technologies based on the aforementioned technical means (1).

In education, this urgency stems largely from the Covid-19 pandemic, which created an immediate need to integrate digital technologies comprehensively into the learning process and to enhance the digital competence of both educators and students. Achieving this requires the development of a modern educational environment – whether in-person or through platforms like Zoom and Microsoft Teams – and equipping learners with the skills to navigate it effectively (2). There is a two-way connection here: digitally organised environments help to stimulate students' independence, self-regulation and interest in learning, and it is possible to orientate a person in such an environment only if they have the following newly formed skills at least at an elementary level (3).

Therefore, it is crucial to prepare children from an early age to thrive in an era of continuous scientific and technological advancement. This involves enabling them to use digital tools in daily life and process information effectively in digital formats – in other words, to develop strong information and digital skills.

The first step in the developmenting skills is motivation. A primary school teacher helps to form motivation in younger schoolchildren to master new competencies, taking into account their age and individual characteristics. Thus, the teacher's activities largely determine whether a 6–10 year old schoolchild will be motivated to perform certain types of activities or not. For example, whether a teacher is working with a child with typical development or a gifted primary school student, the use of digital tools will help present more engaging information in digital form (4, p. 6477). This stimulates positive motivation for further learning and the development of students' abilities to process digital information, communicate online, and use specialized tools. And the presence of positive motives and value-based attitudes toward acquiring information and digital skills is the driving force behind effective steps for establishing these skills in primary school students. After all, «the importance of achieving a certain result, multiplied by the expectation of that result, determines the strength of the incentive to act» (5, p. 110).

Modern technologies – such as smartphones, computers, and other digital devices – are integrated into daily life from an early age and have a significant psychological impact. They motivate actions, shape an individual's worldview – particularly through the lens of values – which can be observed in real-life situations as well as in scientific and fictional narratives (6, p. 57). These technologies also enhance cognitive and emotional processes.

For instance, players of computer games can experience extraordinary abilities such as flying, teleporting, passing through matter, or constructing entire communities, cities, and civilizations. These experiences stimulate thinking, memory, imagination, emotions, and feelings (7, p. 46). As a result, the structure, purpose, and functionality of digital tools carry significant cognitive and emotional weight.

At first glance, children aged 6–10 appear to have a high level of motivation to develop information and digital skills. However, when breaking down the individual components of these skills, it becomes evident that younger students tend to focus on selective abilities rather than developing a comprehensive skill set. This indicates that their desire to master digital competencies is limited to specific interests rather than an understanding of their broader importance.

Therefore, fostering positive motivation and a value-based attitude toward mastering information and digital skills among younger students is a pressing issue that requires further in-depth research.

The essence of the development of positive motivation and value attitude of primary school students (6–10 years) towards mastering information and digital skills

In researching the development of positive motivation and value-based attitudes in primary school students toward acquiring information and digital skills, it is essential to first clarify the components of the comprehensive concept of "information and digital skills." These skills encompass a system of abilities grouped according to the logical connections between them:

– *Skills in searching for and evaluating digital information* (the ability to search for infor-

mation online and critically assess it) are essential because, when searching for information online through algorithms in search engines, primary school students typically evaluate its relevance to the search query and select data that are relevant to them;

– *Skills in selecting and using digital tools* (the ability to choose digital tools necessary for completing a learning task, the ability to select and use digital tools for online communication, and the ability to create and edit a digital product) are grouped together as they share a common foundation – selecting and using digital tools for different purposes: completing a learning task, online communication, and creating and editing a digital product;

– Skills for online interaction (netiquette skills and safe behavior online) – the reason for grouping these skills is that, in general, user behavior on the internet is based on their interaction with other people in the global network or with digital devices and resources. As a result, it can be ethical/ unethical and safe/unsafe;

– Ability to independently detect and solve basic technical problems (skills in identifying device malfunctions and solving simple technical issues independently) – this is conditioned by the fact that a younger student, when working with a digital device, must be able not only to notice a malfunction but also to determine whether they can fix it themselves. If the answer is affirmative, they should do so; if negative, they should seek help from adults (8, p. 22–23).

Motivation is the source of activity and, at the same time, the system of incentives for any activity. is considered one of the specific motives, a unified system of motives, or even a special domain encompassing needs, motives, goals, and interests, which are intricately intertwined and in constant interaction (9, p. 153). If a child aged 6-10 has motivation, he or she feels an interest and desire to learn. Thus, motivation stimulates the student to act, and the result of the implementation of actions is the formation of new abilities.

Learning motivation of primary education students is formed in two ways: through the content of the material being studied and through the methods of organizing educational activities (10). Motivation through the content of the studied material aims to engage younger students in learning about what is presented in educational texts, exercises, or tasks. In addition, motivation through the methods of organizing educational activities involves stimulating students to explore new knowledge by applying interesting teaching methods, tools, and forms of organizing the educational process (11, p. 124).

For the most part, the motives associated with the student's work with digital information and digital devices are as follows:

- desire to learn something new. Working with digital information provides significant opportunities for learning about the object in the spectrum of its functions and intersubjective connections. Younger schoolchildren prefer searching for information not in books, but on the internet,;
- the desire to learn new ways of doing things. The search for digital information, its processing, and the creation of new digital material require the mastery of specific methods of work using online applications or computer programs. Students of primary education are interested in developing new skills: for example, working with augmented reality, developing pictures or videos;
- desire to work with information and digital means. Younger schoolchildren like to work at the computer due to the presence of bright images, access to educational and entertaining videos, games and programs, thus often not fully understanding the task, they rush to complete it (12, p. 40).

In scientific publications in the field of education and pedagogy, the terms "positive motivation" and "negative motivation" are used, yet their clear definitions are not provided. Three types of motivation are identified: intrinsic, external positive, and external negative. The term "intrinsic motivation" refers to motivation that arises from an individual's needs and is directly related to the process and outcome of their activity. External positive motivation is characterized by motives that are only indirectly related to the process and result of the activity, while external negative motivation involves motives that are not directly related to the

process and outcome of the activity and carry a negative emotional connotation (such as the desire to avoid punishment, condemnation, criticism, etc.) (13).

By reviewing the literature, we believe there is a benefit to dividing motivation for mastering information and digital skills into positive and negative categories. Positive motivation includes intrinsic and external positive motivation, while negative motivation consists of external negative motivation. Intrinsic motivation in younger students is positive and involves personal needs, desires, interests, etc., related to the process and outcome of mastering information and digital skills. External positive motivation for primary education students includes motives indirectly related to the process and result of acquiring information and digital skills (approval from teachers, parents, or peers, prestige). External negative motivation in younger students involves motives indirectly related to the process and result of mastering information and digital skills, characterized by a desire to avoid punishment, criticism, or condemnation from others. Consequently, the development of positive motivation in younger students for mastering information and digital skills involves the formation of both intrinsic and external positive motivation while reducing the influence of external negative motivation.

Positive motivation in younger students for mastering information and digital skills involves the development of both intrinsic and external (positive) motives for acquiring the ability to search for and evaluate information, select and use digital tools, interact online, independently detect and solve basic technical problems. In other words, each group of skills corresponds to specific motives. In particular:

- the development of skills to search for and evaluate digital information can be motivated by the need to learn how to search for information online and the desire to critically evaluate data as intrinsic motives, and praise for finding and critically assessing digital information as an external (positive) motive;
- mastery of the skills to select and use digital tools is supported by the desire to choose the necessary digital tools for completing educational tasks, interest in selecting and using digital tools for online communication, curiosity about creating and editing digital products, and the belief in the importance of selecting and using digital tools as intrinsic motives, as well as recognition for one's ability to select and use digital tools as an external (positive) motive;
- the development of online interaction skills occurs based on the emergence of a younger student's need for online interaction, the desire to communicate ethically online, and the aspiration to follow safe behavior norms in the global network, which serve as intrinsic motives, while societal approval of netiquette skills and safe online behavior represents the external motive;
- the formation of the skill to independently detect and solve basic technical problems begins with a cognitive interest in identifying and solving basic technical issues, the belief in the importance of such skills for oneself as intrinsic motives, and the high status of a student who can identify and solve technical problems in the class as an external motive.

The development of intrinsic motivation for mastering information and digital skills in younger students is more stable than external (positive) motivation. When the importance of praise and recognition, diminishes, only intrinsic motivation remains to stimulate the individual toward completing the activity. However, it is also important not to devalue external (positive) motivation, as these motives are engaged in the process of forming any new skill to later stimulate internal desires, aspirations, needs, and cognitive interest, among others.

Important stimuli for the development of information and digital skills in primary school students also include value-based attitudes. "Value-based attitude" (or "value orientations") refers to the significance a person attaches to certain phenomena in the environment. A value-based attitude towards learning is the result of transforming the societal need for knowledge into an individual one. The value orientations of younger students reflect their life position, state of consciousness, emotional and sensory sphere, skills, abilities, and behavioral habits, which are ob-

served in their attitudes towards knowledge, the surrounding reality, society, themselves, and their own educational duties (14). Based on the above, we define the value-based attitudes of younger students toward mastering information and digital skills as their awareness of the importance of digital information processing and online communication, along with the overall assimilation of the values inherent in a digital society.

In the digitalization of primary instruction, it is essential to instill values in young students that will guide their use of digital tools in both educational and everyday contexts. These values can be consciously or subconsciously assimilated as students develop their information and digital skills. Let's describe this.

As part of the formation of a value-based attitude towards mastering the skills to search for and evaluate information (the ability to search for information online and critically assess it), it is important to understand the significance of possessing information and the ability to apply different methods of searching for it. The global digital space encourages younger students to be independent and to internalize this skill as a value. Acquiring information is no longer dependent on others, such as teachers or librarians. The learner independently enters a query in a search engine and reads a web article or watches a video segment. In this context, it is crucial to develop the value of a critical approach to acquiring knowledge. The data obtained by primarystudents from web sources may not be scientific. The ability to critically evaluate data is particularly important, as disinformation – including fraudulent material, misleading representations, or false propaganda claims – is often spread on the internet (15). Younger students may also come across materials on the internet that promote undesirable activities for children and young people in their free time (self-destructive and harmful behaviors such as smoking, drug use, alcoholism, etc., as well as delinquency, crime, and participation in extremist groups) (16). So it is important to always verify information by comparing it with materials from scientific platforms, knowledge from competent adults, or using criteria for critically evaluating data.

When stimulating the formation of a value-based attitude toward mastering the skills required to select and use digital tools – such as choosing the appropriate digital tools for educational tasks, using them for online communication, and creating and editing digital products – it is important to consider the hobbies of modern younger students, which are often centered around interacting with digital data. These hobbies include online games, photo, audio, and video editing, and watching cartoons and movies. The use of digital tools to fulfil these tasks not only provides information and entertainment, but also allows individuals to express their identity (17, p. 103). So engaging in such activities, which may also involve music, movement, or other forms of expression alongside digital tools, supports the development of emotional competence (18). Through these activities, children aged 6–10 begin to analyze their own actions, take pride in the products of their work, and celebrate their personal achievements in the digital environment. This fosters the development of self-value by increasing their awareness of their uniqueness, abilities, and talents. Additionally, it promotes the value of achievement, symbolizing personal success, and hedonism, which refers to the sensory satisfaction derived from both the process and the result of their work.

While developing information and digital skills in younger students – whether through communication or collaborative activities – encouraging these values is crucial. The awareness of their own personality and strengths during childhood will contribute to the development of a successful individual, both in their future profession and personal life.

A value-based attitude toward mastering online interaction skills – such as netiquette and safe internet behavior – requires fostering in young students an awareness of their own safety and the importance of ethical conduct in online social interactions. «Human beings exist within a vast network of concrete relationships and are intrinsically connected to others» (19, p. 29). Social networks facilitate their social development: individuals meet each other, establish interpersonal relationships, improve communication skills, form moral and ethical

guidelines, etc. (20, p. 18). In view of this, primary school students may sometimes behave recklessly online, openly sharing personal information, quickly connecting with strangers on social networks, or engaging in risky browsing habits. While completing educational tasks, they might carelessly jump from site to site or download programs that contain viruses.

A widespread issue in educational institutions today is bullying, which can also take virtual forms – such as sending insulting messages, creating mockery-based images or videos, and more. This phenomenon gradually erodes social norms that uphold mutual respect, safety, and trust. Even when it begins in a small environment, such as a classroom or school, the normalization of bullying can lead students to lose faith in justice and support systems. This, in turn, fosters alienation in victims, weakens social bonds, and fuels aggression and violence – ultimately laying the groundwork for social anomie. Insufficient social control at this level leads to inadequate social regulation, contributing to broader social decay (21). The victim of bullying feels anxious and may become depressed, which will have negative consequences for them both now and in the future (22). Therefore, it is crucial to prevent aggressive behavior from the outset by fostering an understanding that kindness and universalism should be core guiding values. Students must recognize that virtual spaces are not detached from real life – insulting someone online is equivalent to insulting them in person.

It is also important to encourage younger students to understand the value of time. The learner should value their time for both study and rest. This is particularly important when working with digital information, due to the impact of digital tools on a child's health (mental processes, vision, posture). Understanding of the primary school student the value of time, especially a teacher's time, is crucial. For example, during distance learning, a common issue is students submitting answers or requesting clarification on assignments during odd hours of the day. Working outside of working hours can lead to professional burnout (23). This highlights the interdependence between the value of time and respect for personal boundaries.

The development of a value-based attitude toward mastering the skills of independently identifying and solving basic technical problems – such as detecting malfunctions in digital devices and resolving simple technical issues – requires not only fostering independence but also assimilating the values of causality (understanding that every process or phenomenon generates others, and addressing causes can sometimes eliminate consequences) and assistance (knowing when and whom to turn to for help, especially when a technical issue cannot be resolved independently).An important aspect of forming value-based attitudes in younger students towards mastering information and digital skills is emphasizing the benefits of digital tools and the ability to use them for individuals and society as a whole. These tools are essential for performing various everyday tasks: calling or messaging parents, preparing educational projects, finding interesting videos or images, etc. However, there are also other, more global advantages to using digital tools. For example, maintaining social contacts over geographically significant distances. Close family members (often mothers) who migrate to another country can communicate in real-time with family members and friends who remain at home, search for necessary information, learn a language, and constantly feel emotional support from family members online (24; 25). The benefits of using digital tools can also be demonstrated by the example of people's lives during the COVID-19 pandemic. During that time, anti-epidemic measures were implemented, and children were often forced to temporarily suspend their usual social interactions (26). It was through the use of digital tools that communication could continue online. Emphasizing the advantages of using digital tools and engaging in online communication, supported by real-life examples that resonate with children's emotions or are shaped by their experiences, we help form an understanding of the values of these tools. This, in turn, fosters a respectful and mindful attitude toward them and their developers.

The experience of primary school teachers regarding the development of positive motivation and value attitude of younger schoolchildren towards mastering information and digital skills

We conducted a survey among primary school teachers to determine whether they contribute to the development of positive motivation and value-based attitudes in younger students towards mastering information and digital skills, and how they did so. The anonymous survey involved 34 primary school teachers from the city of Ternopil and Ternopil region, who responded to 7 thematic questions.

Regarding the question "Do you consider it necessary to develop positive motivation and value orientations in primary school students towards mastering information and digital skills?" we received the following results: 29 (85.3%) – yes; 5 (14.7%) – mostly. This indicates the importance of the issue for educators, as no one responded negatively.

As for teachers' contributions to the development of younger students' motivation to master information and digital skills, 6 (17.6%) do this consistently, 17 (50%) – occasionally, and 11 (32.4%) do not pay attention to it. This allows us to conclude that work on developing primary school students' motivation to process digital information and use digital devices needs further improvement.

When asked to provide examples of the specific motives that teachers form or consider it appropriate to develop, we received the following responses: the need to learn how to search for information on the internet, the desire to assess the reliability of the data found, the wish to communicate ethically online, the belief in the necessity of safely using the internet, and the desire to receive praise for using digital tools. This generally confirms the theoretical data on the types of motives for younger students to master information and digital skills.

Regarding the type of motivation that teachers believe should be developed or contribute to, 15 (44.1%) educators responded that it should be internal motivation; 14 (41.2%) – both internal and positive external motivation; and 5 (14.7%) – all types, including external negative motivation. This allows us to state that primary school teachers understand the importance and sustainability of internal motives, but often believe that they are the result of the initial emergence of external motives influenced by societal pressures.

28 teachers (82.4%) consistently contribute to the development of younger students' value orientations towards mastering information and digital skills, and 6 (17.6%) do so mostly. The absence of negative responses indicates the importance for educators of shaping domain-specific values in primary education students. Among the values they form or consider it appropriate to shape, they listed the following: knowledge, critical thinking, personal "self," ethics, caution, friendliness, mutual respect, time, health, and independence. This supports our theoretical research on this aspect.

To develop positive motivation and value-based attitudes towards mastering information and digital skills, primary school teachers use various methods and techniques. Among the most commonly used, as reported by the respondents, are traditional methods such as storytelling, conversation, the teacher's personal example, and case study methods, as well as non-traditional ones like challenges and flash mobs. Depending on the educational situation, methods can transform into techniques. Therefore, we assume that educators meant that simpler methods (storytelling, conversation) can function as both standalone methods and techniques within more complex methods (such as case studies, challenges, flash mobs, or the teacher's personal example).

In collaboration with primary school teachers, we have developed examples of some methods that are useful for fostering positive motivation and value-based attitudes towards mastering information and digital skills.

The case study method involves students working on a problematic situation based on discussion questions, tasks to complete, or, when necessary, additional information in the form of documents, data, graphs, etc. (27, p. 415). This method can be used to foster younger students' interest in searching for information online, critically evaluating it, and developing value-based attitudes towards this process.

Situation 1: Two fourth graders want to learn more about conflict resolution strategies. Andriy wants to use Google to find information, while Stepan suggests using other search engines (such as Yahoo, Bing, etc.) to ensure the information is comprehensive.

What positions did the students hold? How did their opinions differ, and in what ways were they similar? What do the students consider important (what values do they adhere to?)Have they heard of other search engines besides Google? Why was it important to use other search engines?

Situation 2: Olya and Natalia are fourth-grade students. After studying the topic "The Solar System" in their "World Exploration" class, the girls became interested in it and decided to learn more. They used ChatGPT for help and received the following text: "Jupiter is the smallest planet in the Solar System, it has only one moon and no rings. Neptune is the hottest planet, with a surface temperature exceeding 500°C." The fourth-graders started to argue: Olya says that the text can be trusted, while Natalia believes it should definitely be verified for accuracy.

Why did the heroines argue about the situation?What arguments can be made in defense of each side? What values did each student hold? How can one verify which position is correct? What tools should be learned to do this? Why is it important to learn to critically assess digital information?

Situation 3: Lesya and Larysa were assigned to create a map of their local area. Lesya used the AI app Leonardo.ai and received the result. Larysa refuses to use this image.

What caused the students' argument? Provide arguments to support each side. What was important for each of the characters in this situation? What are the possible solutions to this problem? Why is it important to be able to critically evaluate images generated by AI?

Challenge («Challenge») is a «genre of internet videos in which a blogger performs a task on camera, posts it online, and then challenges a friend or an unlimited number of users to repeat the task» (28, p. 292). This method can be used to stimulate motivation and the acquisition of values related to the selection and use of digital tools. Tasks can be completed in a specially created internal chat in a convenient messenger, passing the baton to the next participant there.

Challenge 1 «You need to choose»: Complete the sentence briefly: «It is important to be able to select the necessary digital tools for completing a learning task because...». Pass the baton to a classmate. Ensure that digital tools are not repeated.

Challenge 2 «Why should we...?»: Explain in 15 seconds why it is important to select and use digital tools for online communication. Pass the baton to a classmate, encouraging them to add a few words. Try to have different perspectives.

Challenge 3 «I would like to learn...»: Complete the sentence briefly: «I would like to learn to use this app... because...». Challenge a classmate. Try to make sure that the apps do not repeat.

Challenge 4 «My values»: Name one thing you value when performing tasks with a computer (time, convenience, speed, etc.). Pass the baton to a classmate. Express different opinions.

Flash mob is a phenomenon where a group of people gathers in a public place, performs a random action, and then quickly disperses (29). In elementary schools, flash mobs are organized to study poems with movements. The activity also includes answering the question: "What does this poem teach us? Why is this important?" Students receive information about the flash mob in social networks and messengers, including the time, place, and main instructions. The events take place within the school grounds and during breaks.

Here are some poems for flash mobs, aimed at developing positive motivation and the assimilation of values related to ethical and safe online behavior.

Flash mob 1 „Anti-spam"

There was a Bunny in the world, He lived in a small hut.

He sent a lot of messages to his friends in the chat.

He sent them spam: text, pictures, emoticons.

The bunny did not listen when he was asked to stop…

Flash mob 2 „Do Not Offend Online“

On the social network Fluffy Squirrel registered.

Many of her photos there every day she posted.

But suddenly many haters write things bad.

Because of this the poor squirrel is very sad.

Flash mob 3 „A Secret“

The hedgehog told the Fox his secret: at home

He has given a smartphone by his parents.

The fox told about the secret everyone.

She wrote about it on Instagram.

The hedgehog is sad: friendship has an end.

The fox must apologize to his friend.

The Method of Personal Example by the Teacher involves a set of actions that serve as a model for students to follow, and are assimilated by them through the authority of the one performing these actions (30, p. 315). It is appropriate to use this method to stimulate young learners' need to independently identify and solve elementary technical problems and to form thematic values, combining it with role-playing situations and elements of problem-based learning. The teacher creates a problematic situation, finds a solution, and thereby motivates primary school students to acquire the skills they used to solve it. Below, we will describe possible contents for such situations.

Situation 1. The laptop signals an alert. A message appears on the screen: "Please connect the charger." The teacher says, "It seems there's an issue with the laptop. It's good to know what to do." The next steps involve connecting the digital device to the network, which resolves the issue.

Situation 2. The teacher enters a query into the Google search bar but receives a message on the screen: "No internet connection." The teacher says, "It seems there's an issue with the internet. It's great to know how to fix it." The teacher then reconnects the internet cable or restarts the Wi-Fi router, solving the problem.

Situation 3. The teacher tries to visit a website. A message appears on the monitor: "Connection not secure." The teacher says, "It seems there's a problem with access. I can't solve this on my own. It's better to consult a specialist," emphasizing that there are issues whose causes and solutions cannot be identified or resolved independently by younger students.

For the successful development of positive motivation and value-based attitudes towards mastering information and digital skills in primary school students, these methods and similar tasks based on them should be used in an integrated manner.

Conclusion

The development of positive motivation and value-based attitudes in primary school students toward mastering information and digital skills is a crucial first step in enabling them to effectively use digital tools in everyday life and process information digitally. Positive motivation for younger students involves fostering both internal and external (positive) motivations to acquire the skills needed to search for and evaluate information, select and use digital tools, interact online, and solve basic technical problems – each skill set corresponding to specific motivations.

Value-based attitudes toward these skills reflect students' awareness of the importance of mastering digital information processing and online communication, as well as embracing the values of the digital society as a whole.

A survey of primary school teachers revealed that the development of positive motivation and value-based attitudes towards mastering information and digital skills is highly relevant to them. Teachers are actively working to encourage these qualities in younger students by using a variety of methods and techniques. These include traditional methods, such as storytelling, conversation, the teacher's personal example, and case studies, alongside non-traditional approaches like challenges and flash mobs.

Future research should focus on experimentally testing the effectiveness of these methods and techniques in fostering positive motivation and value-based attitudes in primary school students toward mastering information and digital skills.

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